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AUTHOR LeMaster, Betty
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ABSTRACT

The course is designed for students, grades 10 to 12, with vocational aspirations in the field of interior design or in related fields. An individualized approach is used, and behavioral objectives are specified. The course outline cites independent study guidelines, career projects, design projects, decorating projects, construction and do-it-yourself projects, research and problem solving projects, and evaluation as the main areas of concern. The body of the document is divided into three vertical columns presenting suggested content ideas, learning opportunities, and resources. A four-page bibliography and examples of evaluation and project forms are included. (AG)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

INTERIOR DESIGN PROJECTS

Home and Family Education--6767.03

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

INTERIOR DESIGN PROJECTS

6767.03

1972-73 Accreditator Number-
2681.03

HOME AND FAMILY EDUCATION

Written by

Betty LeMaster

for the

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida 33132
1973

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COURSE DESCRIPTION

This course is designed for the student with vocational aspirations in the field of interior design or in related fields. It gives the student an opportunity to apply previous learnings in this area and the related arts when designing special interest projects. This course may be offered as a regular class, to one or more students within another class, or to a student or students on an independent study basis meeting with the teacher during her conference period.

ENROLLMENT GUIDELINES

It is recommended that this course be made available on a selective basis to students in grades 10-12 who possess qualities necessary for successful independent study and who have met the objectives of at least one quinmester course in interior design or architectural drafting. Previous art training will also prove helpful.

RATIONALE

This individualized approach to the study of interior design and housing provides the student with opportunities to use his own judgment, to learn at a rate best suited to him and to be responsible for some of his own educational decisions. This is not an introductory course. The student will rely on previous learnings and personal interest to select, with teacher guidance, learning experiences which will aid him in the decision-making and skill development needed for his future homemaking and career endeavors. The student's independent studies will extend his classroom into the entire school and community. He will become his own teacher in many respects and will benefit from association with persons employed in this and related fields.

FOREWORD

This course of study has been developed by teachers as part of an effort to make Home and Family Education more meaningful and interesting to students. It is not intended to be a prescription for teaching, but rather an aid to the teacher in meeting the objectives. The wealth of activities and resources are intended to be examples from which the teacher can select those that best meet the needs of the students. To facilitate continuity it is recommended that the teacher be selective in choosing activities, but maintain all objectives within the course. Where content ideas are given, they are intended to be general notes and suggestions from the writer(s) to the teacher to further explain objectives and activities. This first edition is a Working Copy and it is hoped that the teacher will note suggested changes and additions while using it in order to aid in future revision. This course of study was developed under the direction and leadership of Mrs. Martha Lee La Croix, Supervisor, Mrs. Betty Morrow and Mrs. Margaret Hein, Teacher-Coordinators, Home and Family Education.

MAJOR GOALS

1. The student will work independently to further develop understandings, attitudes and skills previously acquired in the area of housing and home furnishings.

2. The student will gain confidence in his own intellectual and creative abilities as he uses his ingenuity and imagination to design and create original projects related to interior design.

3. The student will demonstrate his analytic ability and evaluation skill through illustrations and written and oral presentations.

4. The student will analyze the characteristics of interior design as a profession.

BEHAVIORAL OUTCOMES*

The student will be able to:

1. Participate actively in the selection of objectives, activities and resources for his self-directed study and accept major responsibility for the results of his efforts.

2. Conduct a thorough investigation of at least one of the various careers related to housing and interior design.

3. Design or redesign an interior space and present his illustrations orally to his advisor or review panel.

4. Decorate an interior area and use professional techniques when illustrating and presenting his project.

5. Utilize artistic skills to manually create or decorate an object or space.

6. Research a specific problem related to interior design or housing and present his findings orally and in writing.

*The student may choose to meet all of the above objectives or he may select only three or four to be met. It is recommended that number one and at least two additional outcomes be required. The number of projects selected to meet these objectives will depend upon the student's ability, interest and the depth into which he carries the projects.

COURSE CONTENT

I. Independent study guidelines

- A. Purposes and student benefits
- B. Organization
  - 1. Student application, teacher approval
  - 2. Student-teacher contract
  - 3. Recordkeeping
- C. Project selection
  - 1. Number
  - 2. Type
- D. Materials, work areas and time requirements
- E. Resources
  - 1. Human
  - 2. Physical
- F. Scheduling for evaluation and consultation

II. Career projects

- A. Career exploration
  - 1. Job opportunities
  - 2. Qualifications and requirements
- B. On-the-job experience
  - 1. As part-time employee
  - 2. As volunteer aide

III. Design projects (designing space or form)

- A. Sample projects
  - 1. Floor plan design
    - a. Apartment
    - b. Town house
    - c. Vacation house
    - d. Single family house
  - 2. Area Planning
    - a. Kitchen
    - b. Bath
    - c. Recreation
    - d. Living
  - 3. Furnishings
    - a. Furniture
    - b. Accessories
    - c. Fabric
- B. Research and study
- C. Drawings and illustrations
- D. Oral presentation

IV. Decorating projects (working within existing space)

- A. Sample projects
  - 1. Complete homes
    - a. Apartments

b. Town house
c. Vacation house
d. Single family house

2. Areas and rooms
a. Dormitory room
b. Bedroom
c. Living areas
d. Kitchen
e. Bath

B. Research and study
C. Drawings and illustrations
D. Oral presentation

V. Construction and do-it-yourself projects

A. Sample projects
1. Furniture
a. Making
b. Refinishing and restyling
2. Accessories
a. Wall hanging, painting
b. Ceramics
c. Flower arrangement
d. Sculpture
3. Home fashions
a. bedspread, afghan
b. Curtains and draperies
c. Pillows
d. Slipcovers
e. Window shades
f. Original textile creation
4. Home improvement
a. Painting
b. Wallpapering
c. Refinishing floors
5. Room decoration
a. Directing the redecoration of a room
b. Decorating an entire room

B. Work activity
C. Presentation of actual finished product or photographs

VI. Research and problem solving projects

A. Areas of study
1. Home design
a. Home designs of the past
b. Design for today's life styles
c. Trends for the future
2. Materials
a. Interior building materials
b. Today's home fabrics
c. New developments in floor coverings

3. Home furnishings
    a. Furniture styles of the past
    b. Modern and classic furniture designs and designers
4. Color and lighting
    a. Nature of color
    b. Color schemes
    c. Lighting needs in the home
5. Art principles in decorating

B. Research techniques

C. Oral and written presentations

VII. Evaluation of independent study experiences

BEHAVIORAL OUTCOME: 1. Participate actively in the selection of objectives, activities and resources for his self-directed study and accept major responsibility for the results of his efforts.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Independent study courses provide for an increase in student freedom accompanied by a corresponding increase in student responsibility. Advance and clear understanding as to teacher and student expectations for the course are essential to give direction and promote success.	Complete application for independent study. As a class or individually discuss with teacher-adviser the purposes and benefits of the independent study course. Make specific plans and decisions concerning the degree of self-direction to be exercised in this course of study. If more than one student is involved, will some decisions and work be group efforts? Sign individual student-teacher contract. Devise a system of recordkeeping. Student folders for storage of records, forms for course plans and progress reports would be helpful. Using suggested list of behavioral outcomes and outline of possible projects explore possible objectives. Discuss personal goals and interests with teacher. Together determine objectives and tentative projects. (See note attached to list of behavioral outcomes.) Plan tentative time requirements for each objective. Determine work space and materials needed.	Sample application for independent study Appendix Sample course contract Appendix Sample form for course plans Appendix
Work spaces other than classroom might include art room, industrial arts room, library, student's home and various community locations. (Work materials needed will vary and are listed with projects.)		

BEHAVIORAL OUTCOME: 1. Participate actively in the selection of objectives, activities and resources for his self-directed study and to accept major responsibility for the results of his efforts. (Continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Independent study courses are based on the premise that the student does not need constant supervision for learning. Yet provisions must be made for the teacher-adviser to effectively guide and assist the student's progress.	Brainstorm to compile a reference list of specific resources in the school and community. Make advance appointments for interviews, tours, etc. Make a tentative schedule for consultation and progress checks with the teacher. Plan methods and time for final evaluation. (It is suggested that the student confer with his teacher at least once a week.) Possible methods for final evaluation: Present project to class. Members give constructive evaluation in the form of opinions and questions. Present project to a review panel consisting of such members as the art and drafting teachers, a community resource person and a student of Interior Design at a local college. Student and teacher should confer on final evaluation regardless of previous steps taken.	Physical resources: AV materials Film Filmstrip Slide Books Reference Text Furniture displays Interior design studio Retail store Homes Model Private Magazines Home Teen Trade Newspapers Home section Trade Special showings Wholesale showroom Interior design spring show Student projects and contests Miami Dade Jr. College Lindsey Hopkins Educ. Center National Interior Design contest winners Co-Ed Decorating Contest Human resources: Architect Artist and art teacher Decorator Furniture salesman and buyer Housing editor Industrial arts teacher

BEHAVIORAL OUTCOME: 2. Conduct a thorough investigation of at least one of the various careers related to housing and interior design.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Note: The activities for this objective can be started early and continued throughout the course as the student is exposed to various jobs and people employed in the fields related to housing. A thorough understanding of one's intended career will enable him to make realistic judgments concerning job preparation.	Each student describe the type of job related to housing in which he is most interested. Give impressions of the job, the training necessary, the opportunities for employment and the monetary and other rewards which result. Check accuracy and seek the following additional information: Read at least three references. Interview at least one person who holds a similar position. Interview persons in career advising positions such as school counselor, college adviser and professor. Survey students enrolled in special design courses or schools. Interview employers or personnel managers in establishments which employ persons for such positions. Refer to telephone directory for listings of private schools which offer training in the field. Secure brochures or interview personnel from the schools. Write one of the organizations for additional information (listed under resources). Clip related employment advertisements from classified ad section of newspapers. With research completed, update the original job description and add additional "facts of interest."	<u>Home Economists in Action</u> <u>Exciting Careers for Home Economics</u> <u>Home Economics as a Profession</u> American Institute of Interior Designers National Home Fashions League, Inc. National Society of Interior Designers New York School of Interior Design

BEHAVIORAL OUTCOME: 2. Conduct a thorough investigation of at least one of the various careers related to housing and interior design. (Continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Part-time job possibilities: Assistant to Interior Designer Assisting in custom services (Drapery making etc.) Receptionist in Interior Design Studio Salesperson in any retail department related to home furnishings and textiles Stockboy in home furnishings retail establishment	Gain more understanding of housing careers through actual work experience and observation. Secure a part-time job in any capacity which provides experience valuable for career training and understanding of the particular career in which interested. Secure permission to observe and or do volunteer work for an Interior Designer (or in a related area). Keep a log of experiences and knowledge gained throughout career project. (Additional suggestions for this project can be found in Home Furnishings Aide and other curriculum guides.)	Curriculum guides: Home Furnishings Aide Non-Detailed Curriculum for Gainful Employment in Clothing and Textiles, Housing and Home Furnishings Working Curriculum Materials for Housing and Home Furnishings

BEHAVIORAL OUTCOME: 3. Design or redesign an interior space and present his illustrations orally to his adviser or review panel.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Begin a project with personalities and a purpose in mind. If there is no real reason for designing, create a situation and a client. Materials needed: Cold press illustration board 20" x 30" Tracing paper (roll or large sheets) Drafting pencils, Leads-2H,H Art gum Pencil eraser T square Architect's scale Traingles, 45 and 30 x 60 Masking tape Transfer letters (recommended) Other useful items (optional) Compass (bow pencil) Dividers Architectural templates Perspective grid charts Explore new ideas in floor plan design. Types of room division: No walls — Partial walls Spur walls — Sliding and folding walls Transparent and glass partitions Changes in levels: Floor Ceiling	Projects which involve the actual designing of interior space: Design a complete original floor plan for one of the following: Apartment Town house Vacation house Single-family house Select a floor plan to redesign. Design or redesign an area within a home such as: Kitchen Bathroom Recreation area Living area Storage Work area Prepare for project by building a sound backgound of knowledge and insight into design problems. Review previous learnings. Up-date knowledge and gather new ideas from a number of current sources. (See suggestions given for Outcome #1.) Review the work and philosophies of noted designers such as: Frank Lloyd Wright, Ludwig Mies Van der Rohe, Phillip Johnson, and Louis Sullivan	Sample project for redesigning space, Town House Project Appendix Quinmester courses of study: Choosing Your Home Decorating Your First Home Interior Decorating for Teens Architecture, Drafting and Design Part I, Chapters 23, 24 Housing Today Inside Today's Home Homes Today and Tomorrow Consumer Housing

BEHAVIORAL OUTCOME: 3. Design or redesign an interior space and present his illustrations orally to his adviser or review panel. (Continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	Select pictures of well-designed interiors and analyze. Be specific. Describe in terms of art principles and aims of design. Study types of interior building materials and the use of traditional exterior materials inside.	Current sources: Modern Furniture and Decorating Magazines Newspapers
Guidelines for project: Sketch ideas in free hand on tracing paper. Use ample paper to "experiment" with ideas. Make final orthographic drawings (floor plan and elevations) on illustration board. Pictorial (perspective) drawings may be desired, if time. Use 1/4" scale for full plans, 1/2" or 3/4" for smaller areas. Render and label drawings. Optional - Mount samples or photographs of materials.	Illustrate project in a professional manner. Present project orally.	Architecture, Drafting and Design Part II Quinmester course of study: Decorating Your First Home
Classic and modern furniture designers: Marcel Breuer Mies Van der Rohe LeCorbusier Eero Saarinen Charles Eames Michael Thonet Walter Gropius	Furniture design projects: Create an original furniture design. Redesign a poorly designed or outdated piece of furniture.	
Others to investigate: New Italian designers such as Joe Colombo Scandinavian designers such as Hans Wegener	Build background of knowledge and ideas. Study the successful designs of well known furniture designers. Traditional Classic Modern	Trade magazines Furniture showrooms

BEHAVIORAL OUTCOME: 3. Design or redesign an interior space and present his illustrations orally to his adviser or review panel. (Continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
New ideas in furniture: Modular seating units Furniture cubes Molded plastics Disposable furniture	Study current trends in furniture design.	Periodical: Journal of Home Economics, March 1973, "Designers Predict Furniture Trends"
Previous list of materials and Guidelines Use 15" x 20" illustration board or Bristol Board.	Illustrate design with front and side elevations. Make pictorial drawings (one- or two-point perspective). Present project orally. Explain design as it relates to the goals of: use, economy, beauty and individuality. Describe materials and approximate cost.	Inside Today's Home pp. 9-14
	Accessory design projects: Lamp and lighting fixture Painting or drawing Soulpture Table appointment and covering Vase, ash tray Wall hanging	
	Designing fabrics: Create an original fabric design for use in the home.	Quinmester course of study: Fun With Fabrics

BEHAVIORAL OUTCOME: 4. Decorate an interior area and use professional techniques when illustrating and presenting his project.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Note: This outcome could be an extension of Outcome #3 in which the student decorates the space he has previously designed. Additional materials needed for this project: (See list for Outcome #3.) Furniture templates Tempera or water color paints Swatches of fabrics, carpet, wallpaper as needed	Decorating projects which involve making no major structural changes: Plan the decor for one entire home. Apartment Town house Vacation house Single-family house Decorate one room or area within a home. Kitchen Bathroom Living area Bedroom Dormitory room Review all aspects of interior decorating including the selection and arrangement of home furnishings, background treatments and the application of color. Research new trends in decorating. Follow guidelines for project as given for Outcome #3. Also include a collage of fabrics, wall and floor covering swatches. Rendering should be done in color if time.	Sample decorating project Appendix Quinmester courses of study: Decorating Your First Home Interior Decorating For Teens Modern Furniture and Decoration Magazines Newspapers Interior design displays Projects of Interior Design students

BEHAVIORAL OUTCOME: 5. Utilize artistic skills to manually create or decorate an object or space.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Actual construction projects can give the prospective decorator valuable understanding of materials and workmanship.	Furniture projects: Construct a piece of furniture. A parson's table made from a door Book shelves Seating units made from wood slabs and large pieces of foam (Many other ideas can be found in do-it-yourself books and decorating magazines.)	<u>Housing and Home Management</u> "How to Build a Bookcase" p. 363
	Refinish an old piece of furniture. Natural finishes Antique finishes	<u>Housing and Home Management</u> "How to Refinish Furniture" p. 368
	Restyle a piece of furniture Change the hardware Remove trim Remove footboard from bed	
Note: A basic knowledge of sewing will be needed for most projects in this category. Additional suggestions and sources of information are listed in the quinmester course of study, <u>Home Fashions</u>.	Home fashion projects: Construct one or more of the following for the home: Bedspread or afghan Curtains or draperies Decorator pillows Slipcovers Window shades Original woven textile for use as place-mats, wall hanging, etc.	Quinmester courses of study: <u>Home Fashions</u> <u>Handy Hobbies in Textiles</u> <u>Homes With Character</u> <u>Homes Today and Tomorrow</u> <u>Consumer Housing</u>
	Accessory projects: Create an original accessory for use in the home.	Quinmester courses of study: <u>Decorating Your First Home</u> <u>Interior Decorating for Teens</u> <u>Handy Hobbies in Textiles</u>

BEHAVIORAL OUTCOME: 5. Utilize artistic skills to manually create or decorate an object or space. (Continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	Wall hangings Macrame Stretched fabric Graphic, modern or realistic painting Sketches Photographs Ceramics and pottery Vases, ash trays, etc. Flower arrangements Fresh Dried Sculptures Home improvement projects: Paint a room Wallpaper a room or area Lay tile on one floor or refinish hardwood floors. Decorating project: Plan and supervise or actually carry out the complete decoration of one room in your home. This should be an extension of Outcome #4 with the plans completed before beginning work.	Resource persons: Art teacher Artist

BEHAVIORAL OUTCOME: 6. Research a specific problem related to interior design or housing and present his findings orally and written.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	Topics for research projects: Home design Home designs of the past Design for today's life styles Trends for the future Materials Interior building materials Today's home fabrics New developments in floor covering Home furnishings Furniture styles of the past Modern and classic furniture designs and designers Color and lighting Nature of color Color schemes Lighting needs in the home Art principles in decorating	School library Public library
	Follow correct procedures for writing research paper. Written work can be supplemented with drawings, pictures and/or photographs.	Resource person: English teacher
	Present a summary of findings orally. Suggestions for adding interest: Tape and slide presentation Videotape presentation Display of materials where appropriate Visual demonstration of principles involved Use of visual aids such as transparencies, posters, dittoed materials	Resource person: School AV specialist

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American Home

Architectural Digest

Art News

Arts and Architecture

Better Homes and Gardens

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Co-ed

Design Quarterly

Family Circle

Furniture Forum

Good Housekeeping

Horizons

House Beautiful

House and Garden

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MAGAZINES, Continued

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Interior Design

Interiors

Journal of Home Economics

Seventeen

What's New in Home Economics

Woman's Day

1,000 Decorating Ideas

ADDRESSES OF ORGANIZATIONS

American Institute of Interior Designers
673 Fifth Avenue
New York, New York 10022

National Home Fashions League, Inc.
2006 Dallas Trade Mart
DAllas, Texas 75207

National Society of Interior Designers
157 West 57 Street
New York, New York 10019

New York School of Interior Design
155 East 56 Street
New York, New York 10022

APPENDIX

STUDENT APPLICATION FOR INDEPENDENT STUDY

The independent study student is, in many respects, his own teacher. Specifically, independent study offers to the student the freedom to choose his own topic, to delineate the scope of and determine the pace in his study, and to decide on the means and/or techniques by which he wants to reach his goals; but independent study also sets certain limitations: the student must show evidence that he has the basic ability, the background, and the incentive to pursue an independent study course; moreover, he must prove to his advisers that the program will be meaningful to him and his intellectual or artistic growth.

Personal characteristics of the student who should consider independent study:
A number of research studies has been generated recently to ascertain personal qualities of students who have potential for engaging in independent study. In each case the following attributes seem to appear and are judged as good predictors for success in autonomous ventures.

Students considering enrollment in this program should possess some degree of most of the following:

- An inquiring mind
- Powers of analysis
- Self-discipline
- Persistence
- Reflectiveness
- Inclination toward divergent thinking
- Resourcefulness
- Curiosity
- The capacity to be self-starting and self-directing
- Energy and stamina
- Self-confidence

Name _____ Grade _____

Subject area _____ Course to begin _____ Quin _____ Yr. _____

Main goal for study _____

_____

_____

Student's qualifications for independent study _____

_____

Related courses previously completed _____ Yr. _____ Quin _____ Grade _____

_____ _____ _____ _____

_____ _____ _____ _____

I believe I can profit from this independent study by _____

_____

TEACHER ACCEPTANCE

Signature of sponsoring teacher _____ Date _____

Courtesy of Denise Sever
North Miami Beach Sr. High

COURSE CONTRACT AGREEMENT

I, _____ (Name), being duly enrolled as a student at _____ School, enter into _____ (Course title) with full knowledge and acceptance of the following provisions, and hereby agree to adhere to these mandates until _____ (Termination Date) or such time as this contract is dissolved, either by mutual written consent of myself and the instructor or by the administration of the school.

1. I assume full responsibility for ascertaining the date, time and place of all course sessions. Furthermore, I will be present at all lectures, work sessions, seminars and other appointments designated by the course instructor. In view of the unusual amount of unsupervised time associated with this course, I realize that cutting a class session, wasting time during contract hours, or being late to my quest space, is a serious breach of good faith and constitutes grounds for termination of this contract.
2. I agree to assume full responsibility for my conduct during the days on which no course sessions are scheduled and will report promptly to the agreed work space and remain during the required time furthering my academic education.

Signed: _____

on this the _____ day of _____, 19__.

_____
Instructor's Signature

SCHOOL SEAL

_____ STUDENT _____

CLASS/SECTION _____

COURSE OR CONTENT AREA _____

UNIT OR CONCEPT _____

STUDENT OBJECTIVE: _____

Beginning Time _____ Estimated time for Completion _____

WAYS TO ATTAIN THIS OBJECTIVE

TEXTBOOK REFERENCES

LIBRARY REFERENCES

AUDIO-VISUAL MATERIALS

SELF-INSTRUCTIONAL MATERIALS

ACTIVITIES

FIELD TRIPS AND OTHER RESOURCES

INQUIRY - Note to the student: You may work on any activity or use any other materials that YOU feel will help YOU attain the objective.

CLIENT:

Your clients have recently moved from a comfortable medium sized home in the suburbs of Cincinnati, Ohio to the town house described below. They are a family of three. Both parents are in their middle 40's and their only child is a 15 year old daughter.

The following information was gleaned from an interview with the group. They prefer separate living room and dining room facilities not provided in this town house. (Let this be a challenge to the designer.) In the kitchen they have requested some type of snack bar. All meals however will be served at the dining room table. Father feels this is the only way to teach manners to his child. Both parents are avid readers. They hoped to find a house large enough to have a separate library. (Let this be a challenge to the designer.) A space for reading and sitting has also been requested to be a part of their bedroom.

In furniture the husband prefers a mixture of styles. The wife is interested in antiques and tends to prefer period pieces. Darker woods and light colors are preferred. Blue is a favorite of both parents. The daughter is completely sold on the hot pink range. In fabrics the husband has expressed a dislike for velvets, intricate damasks and other textiles he labels "heavy and formal."

The husband works at home on occasion. Entertainment includes cocktail parties and buffet suppers. Sit down dinners are rare as a form of entertaining. As noted above all meals must be served at the dining room table. The only collection of note besides the vast number of books is one of mugs. Daughter plays the piano and is a record bug.

Father is definitely the head of the house. He is a very practical executive in a bank who will not tolerate frivolity or disorder about people or his home.

Courtesy of Mr. Holmes Newman
Miami Dade Junior College

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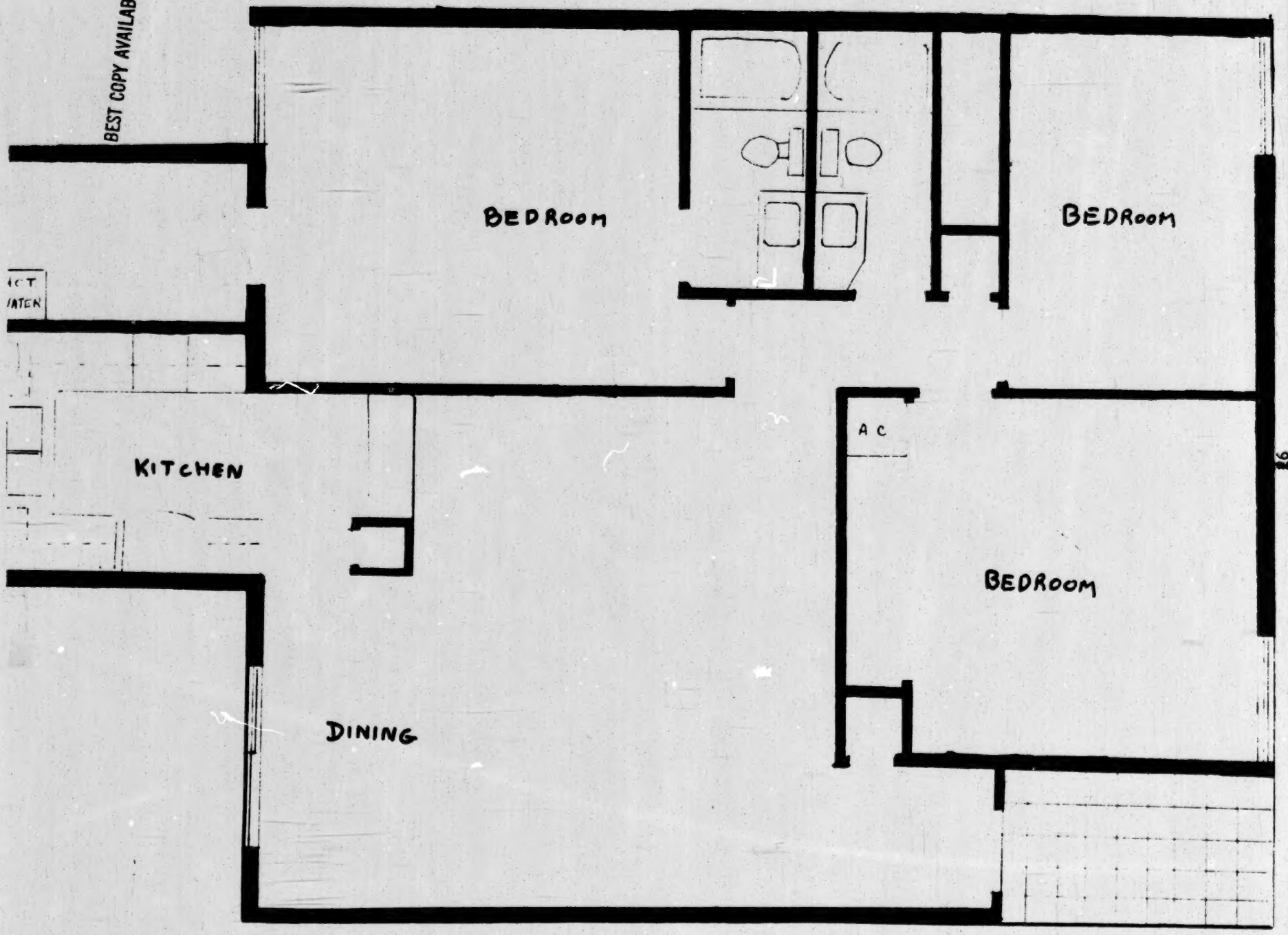


Your client, Miss Carolyn Davenport, is a career minded, single young woman. She has selected this apartment because of its proximity to her yacht club and office. Miss Davenport, along with two business associates, owns a forty foot ocean going sloop, moored two blocks away at the Coral Reef Yacht Club. Except for her import textile business everything revolves around her boating interests.

A fine collection of old nautical maps and several good oil paintings are the only furnishings Miss Davenport is bringing to her new apartment. It is the mood of the apartment that she is interested in. A warm, comfortable feeling must prevail, but the client cautioned against the Early American hominess approach to achieving this. The apartment's comfort and lived-in look must be on a much more sophisticated level. The client describes this as the "California Look."

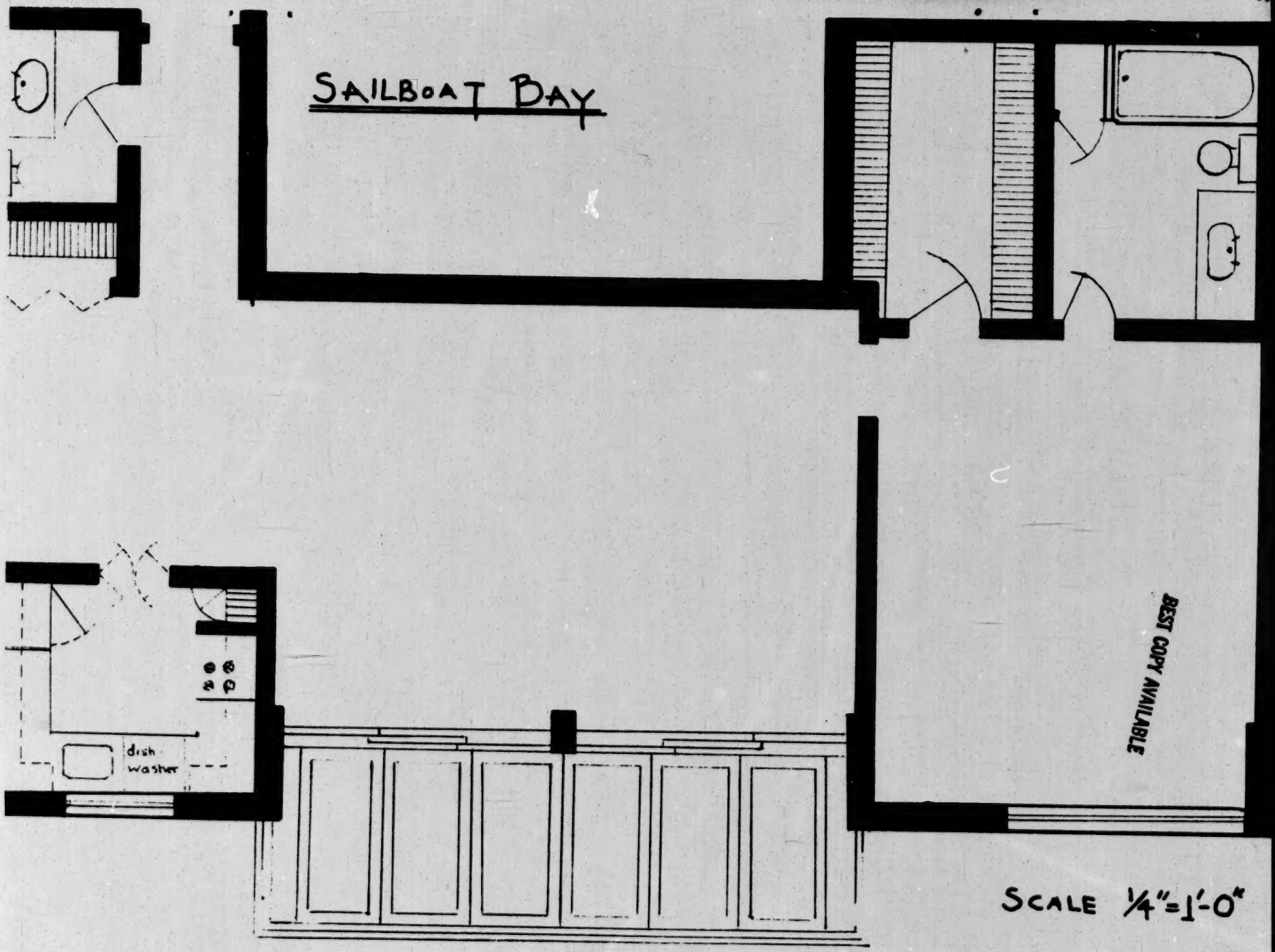
Being a boatman, she is fond of woods, both sun bleached and natural. Preference was expressed for warmer colors. She is forced into compact living on the boat and hopes for a feeling of spaciousness in this apartment. Don't use too much furniture.

Evenings are frequently spent entertaining small groups of friends (4-6). Occasional large cocktail parties can be accommodated by the roof garden, which can be reserved for private entertaining. The apartment was selected for its view of Sailboat Bay. Keep this in mind while grouping the furniture.

A portion of the bedroom should be devoted to a home-office work area. Limited storage and a large writing area should be provided. A double bed has been requested. A small portable television needs to be included in the layout of the bedroom. It is used primarily to watch the news and one or two programs of special interest through the week.

This one bedroom apartment is located on the tenth floor of the only high rise in Coconut Grove. The view from the terrace is a constantly changing one of sailboats and Biscayne Bay. Floors, except for the bathroom and kitchen are a dark walnut parquet. Ceiling height is 8'-6". The window sill in the bedroom is 30" from the floor, the opening 4'-6" high. Door heights are 7'-0".

Courtesy of Mrs. Holmes Newman
Miami Dade Junior College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